

# BARBARA BROWN

209 Elm Street ■ Southampton, NY 11968 ■ bjb6@dowling.edu ■ 914-602-2820

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## EDUCATIONAL ADMINISTRATOR

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Mr. Andy Irvin  
Assistant Superintendent for Instruction and Personnel  
Carmel Central School District  
81 South Street  
Patterson, NY 12563

Dear Mr. Irvin,

Please accept this correspondence as my application for the position of Response to Intervention Director, as recently posted on OLAS.

As the attached resume indicates, my professional experience is diversified. My teaching experience, distinguished by over 15 years of service as a special educator, is contiguous to long-term tenure as a district-wide administrator. In my capacity as a K-12 leader, I evidenced the ability to:

- Administer/manage the operational needs of a K-12 department serving over 500 special needs students.
- Recruit, mentor and co-supervise all department personnel with Assistant Principals and Principals.
- Supervise the operational functioning of five building CSE Subcommittees.
- Chair the centralized Special Education committees (CSE/CPSE).
- Collaboratively develop programs with district/building administrators, staff and parents.
- Operationalize data to evaluate student success via programs and instruction.
- Manage Special Education and Pupil Services budgets.

Throughout my career, I have embraced challenges as opportunities. In this regard, my commitment to maximize the success of students, with disabilities, coupled with my collaborative leadership style, knowledge of state and federal regulations and personal creativity has evoked support, excellence and noteworthy achievements.

Representative undertakings include:

- Designed and maintained systemic professional growth opportunities.
- Established innovative programs for children with Autism-Spectrum Disorders.
- Pioneered inclusion models: Co-Teaching, Therapeutic-Support, Language/Communication Disorders.
- Implemented research-backed Reading and Mathematics instructional methodology.
- Instituted Early Intervention & Pre-Referral Services.

My profound commitment to optimizing the performance of children and adults alike is clearly a perfect complement to the commitment that the Carmel Central School District so consistently embodies. I would welcome the opportunity to discuss my qualifications and candidacy in further detail, and thank you, in advance, for consideration of my application.

Sincerely,

Barbara J Brown

Barbara J. Brown

Attachment

# BARBARA J. BROWN

209 ELM STREET • SOUTHAMPTON, NY 11968 • 914.602.2820 • BJB6@DOWLING.EDU

## ➤ QUALIFICATIONS ➤

Highly Skilled, Enthusiastic & Accomplished Administrator • Dynamic, Life-Long Learner and Leader • Proven Acumen for Success  
Expertise includes • Literacy • Social/Emotional/Behavioral Learning • Data-Driven Decision-Making • Assistive  
Technology/Augmentative Communication • Transition Models • Autism • CSE/CPSE/504 • IEP Development & Program Design

## ➤ EDUCATION ➤

### BACHELOR OF ARTS • PSYCHOLOGY

Teacher Certification

Marist College • Poughkeepsie, NY

### CERTIFICATE OF ADVANCED STUDY

Educational Administration

State University of NY • New Paltz, NY

### MASTER OF SCIENCE • SPECIAL EDUCATION

Reading Concentration

State University of NY • New Paltz

### DOCTORAL STUDIES

Educational Administration

Dowling College • Brookhaven, NY

## ➤ CERTIFICATIONS ➤

NY SCHOOL DISTRICT ADMINISTRATOR

NY SCHOOL ADMINISTRATOR & SUPERVISOR

NY TEACHER: NURSERY • GRADES K – 6 • SPECIAL EDUCATION

## ➤ RECENT PROFESSIONAL ADVANCEMENT ➤

*Guiding Policy and Practice with Scientific Evidence • Dr. Reid Lyon*

*The Science of Reading: Translating Research Into Practice • Drs. Sally and Bennett Shaywitz*

*Differentiating Instruction with Technology • Assistive Technology • Technology and Literacy*

*Teacher's College • Reading Writing Workshop*

*Understanding by Design • UbD • Jay McTighe / Grant Wiggins*

*Dimensions of Learning, Differentiated Instruction*

*Tri - States Consortium Training • Evaluation Team Member*

*Learning Disorders & Developmental Variation • Dr. Mel Levine • UNC's Center of Development & Learning*

## ➤ PROFESSIONAL EXPERIENCE ➤

ADJUNCT PROFESSOR • Manhattanville College • Purchase, NY

LEARNING SPECIALIST • The Learning Center • Mt. Kisco, NY

HEARING OFFICER • Shaw & Silvera, Esq. • Highland, NY

## ➤ **LEADERSHIP & TEACHING EXPERIENCE** ➤

### **DIRECTOR OF PUPIL PERSONNEL AND SPECIAL EDUCATION**

Southampton Public Schools ♦ Southampton, NY 11968 ♦ 2008 - Present

Administered provision of special education programs and related services ♦ 200+ students Preschool - 21 y.o.  
Supervision of K-12 instructional, pupil personnel and paraprofessional staff ♦ Designed K-12 Connections program model  
Students with Autism & Developmental Disabilities ♦ TEACCH & ABA CAI ♦ CSE/CPSE Chairperson  
Master Plan, Academic Advisory and Budget Advisory Committee Member, 2008-2010.  
Developed and instituted DOL/DOR procedures ♦ Launched Special Education Advisory Council (SEAC).  
Authored ♦ *An Educator's Guide to Special Education (2008)*  
Designed Tiered - Transition model ♦ Implemented K-4 Tier 3 Reading program  
Significant reduction in out-placed tuition expenditures  
Organized East End Special Education Director's Consortium

### **SUPERVISOR OF SPECIAL EDUCATION / CSE CHAIRPERSON**

Ramapo Central School District ♦ Ramapo, NY ♦ 2007 - 2008

Middle Level Chairperson & Supervisor of Special Education and related services  
160 school-based, private school or parentally-placed District of Location (DOL) students  
Established Special Education modified Social Studies/Science Rubicon Curriculum Maps

### **COORDINATOR OF SPECIAL EDUCATION**

New Canaan Public Schools ♦ New Canaan, CT ♦ 2001 - 2004

Coordinated Preschool - Grade 8 Special Education services ♦ Revamped Elementary "Opportunity School" Program  
Instituted Preschool-12 assistive technology referral, assessment, implementation and training procedures and protocols  
Implemented K-6 Reading program ♦ Established inclusion best practices procedures and protocol  
Designed/implemented avant-garde ESY program

### **SPECIAL EDUCATION TEACHER**

Byram Hills Central School District ♦ Armonk, NY ♦ 1999 - 2001

Co-authored: Functional Behavioral Assessment and Behavior Intervention Plan Manuals ♦ Created Science webquests  
Special Educator for pilot Kindergarten co-teaching model ♦ K-4 English Language Arts Steering Committee  
K-12 Technology Committee ♦ Curriculum Committee ♦ Tri-States Consortium Evaluation Team

### **DIRECTOR OF PUPIL SERVICES**

Carmel Central School District ♦ Patterson, NY ♦ 1989 - 1999

Ten-year Director of Special Education and PPS ♦ 600+ Preschool - 12 students  
Supervised five building-based CSE's and one centralized CSE/CPSE/504 Committee.  
Lower-Hudson Association of Pupil Personnel Administrators officer  
Launched CEC Awarded program for students with Autism & K-8 therapeutic support program model  
Instituted summer curriculum planning protocol for inclusion co-teachers  
Implemented a systemic grading policy and procedure for included students  
Recipient of Federal Project Award: New York State Partnership for Statewide Systems Change Project  
Developed entrance/exit criteria for pre-referral services

### **SPECIAL EDUCATION TEACHER**

Poughkeepsie City Schools ♦ Poughkeepsie, NY ♦ 1975 - 1989

Special Education Teacher: K-8 ♦ Collaborative/Consultant  
Designed differentiated learning environments ♦ Engineered multi-sensory classroom centers  
Established District's Charter Chapter of National Junior Honor Society

**Matthew Canino**  
21 Hideaway Lane  
Marlboro, NY 12542  
**(845) 656- 8147**  
**caninom7@gmail.com**

To Whom It May Concern:

Throughout my years in the area of education I have come to love each and every one of my students. I have enjoyed teaching them and expanding their minds with each new day. However, would like nothing more than to explore a new area of work, the field of administration. I feel that my knowledge of our youth, special education, and my awareness of the standards and rubric based assessments in all subject areas, combined with training and work in leadership positions at the elementary level, would be an excellent combination to enhance the future of your school district.

I have acted as our district Elementary Division Science Coordinator for the last few years and have thoroughly enjoyed delving into the leadership role. Also, implementing our new writing, ELA, and math programs has been not only a learning experience, but also one in which I feel I can bring to a new job and a new district. Taking part in presentations during many of our staff development days as a special education teacher and at our school board meetings has also helped strengthen my abilities as a leader, as has being a part of our RTI team and receiving extensive training in this program.

Yours is a well-respected school district that does the work that I would love nothing more than to be a part of. I am certified as both a NYS SBL and SDL administrator. Hopefully, you will consider me for this position, as I feel that I would be an asset to your school district.

Being in the education field in different capacities for over ten years and in the public school system of New York for eight, I feel that I could bring input and refreshing excitement into your district. I have taught ELA as a concentration throughout my years as a teacher and feel that my writing and presentation skills have expanded over the years, along with the children in my class. This and my elementary level leadership position in science, combined with the extensive experience in scheduling and administrating state tests, as well as CSE meetings, I feel that I would be an excellent candidate for this job. I look forward to hearing from you soon and thank you very much in advance, for your consideration.

Sincerely,

Matthew D. Canino

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## **Matthew D. Canino**

21 Hideaway Lane, Marlboro, NY 12542 (845) 656-8147, Caninom7@gmail.com

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**Objective-** To obtain a building or district level administrative position.

### **Related Administrative Experience**

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**Administrative Intern**, Marlboro Intermediate School, Marlboro CSD- Fall 2009- Present

- Worked closely with building administration to address administrative tasks such as scheduling, curriculum improvement and alignment, staff evaluations and collaboration, student disciplinary actions, and state testing practices and implementation.
- Helped to improve school and community relations, through working closely with the PTA and collaborating with local agencies and businesses.

**Science Coordinator K-5**, Marlboro CSD- Fall 2007- Present

- Facilitated curriculum development realignment in collaboration with Assistant Superintendent of Curriculum and Instruction, coordinated and aligned instructional strategies and materials with NYS standards throughout district's elementary schools, worked with K-5 teachers to complete science budget for instructional materials.

### **Education**

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State University at New Paltz- Fall 2008- May 2010  
CAS Educational Administration (SDL & SBL Certifications)

Mount Saint Mary College- December 2003  
M.S. Special Education (K-12)

Mount Saint Mary College- December 1999  
B.A. History/ Political Science, Concentration in Elementary Education (K-6)

### **Teaching Experience**

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Special Education Teacher- Spring 2004- Present  
Marlboro Intermediate School- Fourth/Fifth Grade Inclusion

Special Education Teacher- Fall 2007-Spring 2008  
Marlboro Middle School- Eighth Grade

In School Suspension Teacher- Spring 2001  
Highland High School

Permanent Substitute Teacher- Spring 2000  
Highland Middle School

### **Related Experience**

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— Modified Boys Soccer Coach- Fall 2008- Present  
Marlboro Middle School

Assistant Baseball Coach- Fall 2001- Spring 2009  
Mount Saint Mary College

Varsity Boys Soccer Coach- Fall 2004- Spring 2006  
Marlboro High School

Admissions Counselor- Summer 2000- Summer 2003  
Mount Saint Mary College

Recruited students at various high schools in New Jersey, Rockland, Bronx and Staten Island through individual visits and college fairs. Maintained positive relationships with parents and prospective students, answering questions about the college and admissions process through phone calls and email. Gave guided tours and conducted interviews with prospective students and parents. Organized and hosted admissions events off campus.

## **Service and Leadership**

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### **Committee Participation**

- Member, Five Year Assessment Committee
- Member, Technology Committee
- Union Building Representative
- Trainer/Member RTI Committee
- Member, Report Card Committee

### **Professional Development**

- New York State, Math, Science, and ELA Assessment Training
- IEP Direct Training
- Smart Board Instruction
- Differentiated Instruction Workshops
- Guided Reading In-Service Training
- RTI Seminars and Presentations
- Scribe Training
- Orton Gillingham Summer Workshop
- Mid-Hudson Principals' Center Summer Institute

### **Special Projects**

- Developed reading curriculum/program for at risk students- "Jump Start for Reading"
- Worked on realignment of schedule for instructional delivery in all subject areas- grade five
- Collaborated with Superintendent, community and board members on high school field dedication project

***Maria Clemente-Petrella***

48 Moulton Avenue  
Dobbs Ferry, NY 10522  
(914) 693-8635 (home)  
(914) 548-1525 (cell)  
mariagene@msn.com

August 11, 2010

Andy Irvin  
Carmel Central School District  
South Street  
Patterson, NY 12563

Dear Mr. Irvin,

Please accept this letter and attached resume as my expressed interest in joining your school system as the Response to Intervention Director suitable to my professional qualifications. Maureen Burns was my predecessor in Peekskill, New York.

As my resume reflects, I have extensive and diversified experience in ***administration, program and curriculum development, academic intervention, strategic planning, budgets, grant writing, staff development, parental involvement, and student achievement***, requiring collaboration with students, parents and educational professionals of all disciplines. Furthermore, my qualifications are complemented by effective organizational skills, enthusiasm and a sincere commitment to education.

Throughout my career I have successfully developed innovative programs which have provided engaging educational experiences. With my background, I am certain that I will make a valuable addition to your school system. If you seek a dynamic, energetic and dedicated administrator, please feel free to contact me at your earliest convenience to schedule an interview.

Thank you for your time and courtesy in reviewing this material. I look forward to your forthcoming response.

Sincerely,

Maria Clemente-Petrella

## **Presentation of Qualifications**

**Maria Clemente-Petrella**

48 Moulton Avenue  
Dobbs Ferry, NY 10522  
(914) 693-8635 (home)  
(914) 548-1525 (cell)  
mariagene@msn.com

### **EDUCATIONAL ADMINISTRATOR**

Seeking a challenging and responsible position where extensive experience, training and interpersonal skills may be professionally utilized to enhance the quality of education in a progressive school environment.



## SUMMARY OF QUALIFICATIONS

Background includes extensive practical experience and formal training in these key areas:

*Administration, strategic planning, program/curriculum development, budgets, grant writing, committees, staff development, hiring, training and orientation, programming, mentoring, classroom observations, performance evaluations, teaching, student achievement, New York State Testing standards, parental involvement, crisis intervention, community relations*

Highly self-motivated and enthusiastic; interact effectively with administrators, teachers, students and parents; excellent organizational and analytical skills; work well under pressure; take charge of situations to deliver permanent results; working knowledge of Italian.

## PROFESSIONAL EXPERIENCE

Peekskill City School District, Peekskill, NY

1/10-Present

### ***Interim Acting Principal- Hillcrest Elementary***

- Responsibilities encompassed all phases of daily administration with regular and special education students, grades 4 and 5.
- **Administration:** Duties included educational leadership, strategic planning, program and curriculum development, assisting with budget preparation, allocating resources, cost control, selecting and requisitioning educational materials, supervising cafeteria and dismissal periods, student discipline, crisis intervention/prevention, problem solving, community relations, fostering student achievement, and maintaining a safe and productive learning environment at all times.
- Interaction with parents to promote involvement in their children's education.
- **Staff Development:** Directly supervised a staff of 32 Teachers, 1 Social Worker and a School Psychologist.
- Responsible for delegating assignments based on staff abilities, conducting staff development for both new and existing teachers, coaching, mentoring, motivation, conducting classroom observations, formal/informal performance evaluations, and participating in union/labor relations.
- *Serve as the district's Leader of the RTI plan and Pre-K-12 Literacy.*
- *Leader and primary writer of district's Promotion plan to be adopted Spring 2010.*
- *Instrumental in implementing and training teachers to use the Fountas and Pinnell Benchmark Reading Assessment.*
- *Assist teachers in the implementation of Math Expressions.*
- *Create and organize afterschool program to support individual student needs in literacy, science and mathematics.*
- *Participate in curriculum mapping training with Rubicon Atlas and is a Core Leadership Member.*
- *Responsible for preparing and coordinating all New York State testing within the school.*

Peekskill City School District, Peekskill, NY

9/08 to 1/10

### ***Reading First Coordinator / Pre K-12 Literacy Coordinator***

- Responsible for establishing practices and methodologies to facilitate provision of the Reading First instructional program in 2 schools (grades K-3), and to enhance the provision of Literacy curriculum in 3 schools (grades 4-12).
- **Program Implementation:** This involves establishing program goals, researching interventions and assessment tools, scheduling students for intervention services based on assessments, ongoing program evaluation and enhancement, and ensuring the achievement of all program goals.

- Schedule and conduct Learning Walks with the principal, building coach and regional coaches.
- Organize site visits in conjunction with Central and New York State Education Department administrators, in order to monitor progress of the Reading First Program's administration.
- Facilitate and conduct data analysis sessions, analyze the results of assessments (running records, DIBELS, practice ELA exams), and make data-driven decisions to drive instruction, determine personnel and materials, enhance services, and improve student achievement.
- **Staff Development:** Supervise 54 Regular and Special Education Teachers, 7 Reading Teachers, 3 Full-Time Reading Coaches, and a Part-Time Consultant/Coach.
- Staffing responsibilities include providing professional development in all content areas across the curriculum, coaching, mentoring, conducting classroom observations, modeling lessons, and providing informal evaluations/feedback.
- Extensive collaboration with administrators and instructional staff.
- ***Collaborated with school principal, special education director and district staff to implement RTI (Response to Intervention), an interventional model which intervenes with academic services for students, K-8, prior to their designation for special education services.***
- ***Serve on the District-Wide Professional Development Committee, responsible for determining the dates and topics for professional development throughout the entire district.***
- ***Updating and modifying the ELA Scope & Sequence (K-12) for placement on Rubicon Atlas.***
- ***Report directly to the Assistant Superintendent of Instruction for Peekskill.***
- ***Work in close collaboration with the Regional Support Staff Coach (RSSC) to monitor implementation of grant guidelines, offer technical support and feedback, and provide district-wide professional development.***

New York City Department of Education, New York, NY

1988 to 2008

***Reading First Coordinator*** (2007-2008)

- Responsible for the implementation and monitoring of the program in an assigned cohort of seven schools (six public and one non-public) throughout New York City.
- Serviced a total of 63 classrooms, grades K-3.
- Establishing program goals, researched interventions and assessments (ECLAS 2 and DRA), scheduled students for services and ensured the achievement of all program goals.
- Coordinated and monitored the provision of instructional and technical support to Reading First schools by contracted vendors, who supplied educational resources to the schools.
- ***Served on the Professional Development Committee.***

***Assistant Principal*** (2004-2007)

- Responsibilities encompassed all phases of daily administration with both regular and special education students, grades Pre-K through 6.
- **Administration:** Duties included educational leadership, strategic planning, program and curriculum development, assisting with budget preparation, allocating resources, cost control, selecting and requisitioning educational materials, supervising cafeteria and dismissal periods, student discipline, crisis intervention/prevention, problem solving, community relations, fostering student achievement, and maintaining a safe and productive learning environment at all times.
- Extensive interaction with parents to promote involvement in their children's education.
- **Staff Development:** Directly supervised a staff of 15 Classroom Teachers, Literacy Coach, Math Coach, Parent Coordinator, Social Worker and Guidance Counselor.
- Responsible for recruiting, interviews, hiring, training and orientation, class scheduling and programming, delegating assignments based on staff abilities, conducting staff development for both new and existing teachers, coaching, mentoring, motivation, conducting classroom observations, formal/informal performance evaluations, and participating in union/labor relations.

- *Initiated and supervised departmentalization of the sixth grade.*
- *Instrumental in coordinating the school's transition to the Balanced Literacy Program; held full responsibility for all literacy initiatives from grades K through 6.*
- *Collaborated with AUSSIE consultants to provide professional development for teachers.*
- *Served as Region One Summer Reading and Writing Institute Facilitator, responsible for writing curriculum for new teachers.*
- *Assisted in implementing the Chicago, Everyday Math Program.*
- *Created and organized academic intervention programs to support individual student needs.*
- *Acted as Co-Chairperson of the School Curriculum Planning Committee and participated as a Member of the School-Based Leadership.*
- *Assisted in coordinating all city and state testing school-wide.*

#### ***Literacy Staff Developer/Coach (1999-2004)***

Coached teachers, modeled lessons and provided feedback in order to implement core programs in Balanced Literacy for grades K-6.

Collaborated with principal to identify teacher needs and assess student data, and conducted planning meetings with teachers to analyze student work and plan appropriate units of study.

Developed and facilitated professional workshops and study groups for all staff members.  
Provided academic intervention for students identified as "at-risk."

Administered Developmental Reading Assessment (DRA) and Early Childhood Literacy Assessment System (ECLAS) and used these data to plan for differentiated instruction.

*Collaborated with consultants from Teachers College, Mondo and AUSSIE to implement Reading and Writing Workshops, in order to enhance teacher instruction.*

#### ***Teacher Mentor (1999)***

- Supported first year teachers on a weekly basis with planning, instruction and management.
- Maintained logs of intervention and support provided to teachers.

#### ***Teacher (1988-1999)***

- Responsible for all aspects of classroom instruction; taught grades 2, 3, 4 and 5.
- Specific duties included curriculum development, classroom management, lesson planning and implementation, utilizing standards-based instruction, grading, monitoring student progress, extensive interaction with parents, coordinating and supervising field trips to complement the curriculum, and creating an intellectually stimulating environment.
- *Implemented Reading and Writing Workshop and Everyday Math.*

## **EDUCATION**

Bank Street College Principals Institute, New York, NY

**Master of Education in Educational Administration, 5/04**

Lehman College, Bronx, NY

**Master of Science in Education, 1/94**

**Bachelor of Arts in Fine Arts, Early Education, 1/88**

## **CERTIFICATION**

NYS Permanent Certification - School Administrator and Supervisor

NYS Certification - School District Administrator (pending)

NYS Teaching Certification - Nursery, Kindergarten & Grades 1-6

## **PROFESSIONAL DEVELOPMENT**

**Ongoing professional development through conferences, workshops and institutes such as:**

Rubicon Atlas-Curriculum Mapping Efforts Training

Jim Wright: Response to Intervention

Thinking Maps Trainer

New York City Reading First English Language Learners Institute

CSA's Executive Leadership Institute

New York City Literacy Coach Training

Columbia University Teacher's College Staff Development Study Group, Reading and Writing Institute

New York City Department of Education, District Ten Reading Recovery Institute

Lehman College: Mathematics Project, Curriculum Research

## **AFFILIATIONS**

National Staff Development Council

Association for Supervision & Curriculum Development

***- Excellent References Available Upon Request -***

Dear Carmel Central School District Personnel Director:

It is with great interest that I am applying for the position of Principal of **Response to Intervention Director**. As evidenced by my resume, I have dedicated my career to teaching and educational leadership in the New York City Department of Education and look forward to providing the same dedication and skills to the Carmel Central School District.

Throughout my career my primary goal has been to create a highly rigorous instructional program to support student learning. I have led my staff in the implementation of strategic planning to foster high level instructional strategies for students to build capacity as lifelong learners. I have worked collaboratively with the instructional specialists, parents, community organizations and students to bring about change that has resulted in exemplary practice. I supported my school community as data based student progress was recorded and utilized to create meaningful and developmentally appropriate curriculum. I developed a school-wide system of portfolio management which engaged students in fostering their own academic growth over time.

I am the Assistant Director for the NYCLA-SES (The New York City Learning Academy-Supplemental Education Services) program under The Division of School Support and Instruction in the NYCDOE. This program provides Tier 2 and Tier 3 intervention support to struggling students. I have held the positions of Principal of PS/MS 149, for five years, Assistant Principal of PS 161 and PS 63 for 5 years, and Instructional Specialist/Staff Developer at PS 161 and PS 157 for 2 years. Prior to holding these leadership positions I was a classroom teacher of grades 1-4 for five years. I believe my work as a leader whose goal has been to increase student achievement and to motivate staff, students and parents has allowed me to guide our school community in creating a standards based curriculum which is a model among our peers.

My record of achievement as Principal includes effective management of knowledge

systems including data analysis leading to assessment driven instruction that pinpoints the instructional strategies that students need to achieve. My dedication to providing meaningful professional development for staff and school community members have resulted in the presentation of a challenging agenda for all of the stakeholders.

My experience as Assistant Director and principal has led to my proven ability to lead and develop a strong team which supports student achievement. I am confident my leadership experience will serve as a strong foundation as the school moves to meeting and surpassing its goals.

Towards Excellence,

Shaniquia L. Dixon

# Shaniquia L. Singletary-Dixon

7 Tufts Lane  
Highland Mills, NY 10930

(845) 537-6160 (917) 455-7383  
SSingle@schools.nyc.gov

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*Dedicated and successful Educator who for the past sixteen years has demonstrated a solid record of achievement as an educational leader and curriculum innovator as well as possessing vast pedagogical and administrative knowledge and experience with school based activities.*

## Education

|                       |   |                      |
|-----------------------|---|----------------------|
| <b>Current Status</b> | ABD., <b><u>Fordham University</u></b><br>Division of Educational Leadership Administration and Policy<br>Doctorate Study in Urban Education Leadership | 2007- <b>Present</b> |
| Ed. M                 | <b><u>Bank Street College</u></b><br>Area of Study: Educational Leadership  | May 2000             |
| MA                    | <b><u>Fordham University</u></b><br>Area of Study: Elementary Education   | June 1995            |
| BA                    | <b><u>John Jay College</u></b><br>Area of Study: Forensic Psychology  | May 1994             |

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## Certifications

- ü **New York State Permanent Certificate**  
School District Administrator
- ü **New York State Permanent Certificate**  
School Administrator/Supervisor
- ü **New York State Permanent Teaching Certificate**  
Nursery, Kindergarten & Grades 1-6
- ü **New York City Public School Administrators License**  
Principal High School /Middle School/ Elementary School
- ü **New York City Public School Administrators License**  
Assistant Principal High School/Middle School/Elementary School

- Ü **New York City Public School License**  
Common Branch Subjects, Kindergarten & Grades 1-6

### **Areas of Expertise**

- Ü Supervision and Administration
- Ü Budgeting with MyGalaxy as well as FAMIS operations
- Ü Data Analysis
- Ü Team building and fostering community

### **Central Office Experience**

#### **Assistant Director- New York City Learning Academy (NYCLA), NYC Department of Education** **12/2009-Present**

- Ü Assist the Director of NYCLA-SES program in managing all aspects of program compliance, development and instructional requirements
- Ü Assist the Director in supervising and providing support to NYCLA program coordinators as well as accompanying coordinators to site visits
- Ü Monitoring of site visits and troubleshooting on-site issues that require a resolution
- Ü Create presentations , marketing materials and provide information sessions to interested parents and principals
- Ü Assist in creating, delivering and organizing professional development in support of the NYCLA program
- Ü Provide ongoing support to ensure the program is responsive to student's academic needs
- Ü Provide the ongoing oversight which entails that all compliance and instructional protocols are properly followed, including data collection and entry, fidelity to the instructional plan, and ensuring that all SES compliance rules are followed
- Ü Establish and maintain relationships with liaisons from SSOs, Integrated Service Centers, and networks to ensure all needs of the program are fulfilled
- Ü Attend and facilitate meetings as required, including professional development sessions provided centrally and at school sites, meeting required by Central SES office, and any meetings required for the functioning of the program.

### **Administrative/Supervisory Experience**

#### **Principal – “An Empowerment School” CFN #3, NYC Department of Education** **(P.S./M.S. 149/Harlem Middle School, District 3)** **7/2004-12/2009**

- Ü Supervised and administered a multi-ethnic Elementary/Middle school with an enrollment of 500 pupils in Pre-K through grade 8 -including 3 self-contained and 2 CTT classes
- Ü A record of effectively balancing a budget of \$4.5 million dollars over my tenure as



- principal
  - Used the budget for projected capital budget commitments to support the academic program
  - Provided effective budgeting for instructional materials and staffing to carry out the yearly academic program
- Ü Direct supervisor and supporter of four (4) Assistant Principals
- Ü Provides differentiated and challenging programs for special education students and students receiving related services
- Ü Engaged all students with special needs with integrated curriculum in Math, Science and Technology
- Ü Progressive improvement of student performance in both Literacy and Math
- Ü Developed a Teacher Professional Development Center to implement and support ongoing differentiated staff development. Implemented Learning Walks and Inter-Visitations both in and out of the school building as well as the Critical Friends system.
- Ü Enriched the quality of education by identifying, nurturing and supporting the needs of students
- Ü Offered community service opportunities for middle school students
- Ü Strengthened educational partnerships with parents, students and teachers in an ethnically diverse community
- Ü Developed partnerships with community based and city center Arts organizations
- Ü Fostered a long standing positive relationship with the UFT (Teacher's Union) representative
- Ü Effectively implemented contractual requirements to support student progress
- Ü Provide an atmosphere where building capacity is primary. Teachers are recognized for their dedication, efforts and student achievement through monthly teacher recognition ceremonies.
- Ü Modeled active participation in professional development as a learner and teacher by keeping abreast of the latest educational strategies and information via professional literature and conferences.

**Assistant Principal- Chancellor's District, NYC Department of Education**  
**(P.S. 154M, P.S. 63X, P.S. 161M) 1/2000-7/2004**

- Ü Directly supervised grades 3, 4 and 5, with a staff of 12-14 teachers and 300-360 students
- Ü Enriched the quality of education by identifying and nurturing the needs of individual students, challenging their abilities and encouraging them to set higher goals
- Ü Coordinate the handling and facilitation of standardized testing for grades 3-6
- Ü Supervised, planned and organized the structure and selected materials for the Saturday Enrichment Academy
- Ü Director of the "Community Service" program for students with behavior issues
- Ü Developed, articulated and implemented a vision of learning that is shared and supported by the school community
- Ü Modeled the analysis of data to improve instruction and design support structures for students
- Ü Provided staff development on the NYC and NYS performance Standards for grades 3, 4, & 5
- Ü Introduced integrated standards based instruction across content areas utilizing balanced literacy techniques.
- Ü Provided direction to staff on the implementation of goals and objectives for the school

- CEP plan.
- Ü Directed and supervised the Master program for the entire school

### **Higher Education Experience**

#### **Adjunct Professor- Touro College School of Education and Psychology, Graduate Division**

**(43 West 23<sup>rd</sup> Street, NY, NY 10010) 7/2005 -Present**

- Ü Teacher of Graduate courses EDPS 620- Child Development and Learning in Cultural Context; EDPS 602 Students with Disabilities; EDPS 670 and EDPS 671 Classroom Management for Students with Disabilities (K-5, and 6-8)
- Ü Responsible for planning graduate level sessions for courses
- Ü Developed sessions using lecture format with practice exercises, role-playing and peer discussion and integration of technology
- Ü Responsible for meeting with students to discuss progress on assignments and provide support

### **School Based/Teaching Experience**

#### **Staff Developer/Instructional Specialist- NYC Department of Education** **(P.S. 157K, P.S. 161M) 9/1998-1/2000**

- Ü Utilized staff-based management principles to support teacher's participation in the decision making process
- Ü Provided staff development on the NYC and NYS performance Standards for grades 3, 4, & 5
- Ü Introduced integrated standards based instruction across content areas utilizing balanced literacy techniques.
- Ü Worked closely with teachers to instill the skills and confidence necessary to perform effectively
- Ü Provided an open forum for teachers to discuss their individual professional needs
- Ü Facilitated workshops based on teacher needs, teacher recommendations, school needs and district mandates
- Ü Assisted teachers with planning, time management, and model lessons

#### **Teacher-NYC Department of Education** **(P.S. 29X)**

**9/1995-9/1998**

- Ü Prepared and administered lesson plans for first and fourth grade levels
- Ü Developed and implemented multiple intelligence and learning modalities in lesson planning
- Ü Interacted with parents, teachers and administrators, establishing open oral and written communication
- Ü Performed effectively both as an autonomous self-motivated individual and as an active contributing team member

- Ü Demonstrated decision making skills with problem solving abilities
- Ü Consistently utilized solid organizational work and time management skills

***References can be furnished upon request***

# Shaniquia L. Singletary-Dixon

7 Tufts Lane  
Highland Mills, NY 10930

(845) 537-6160 (917) 455-7383  
SSingle@schools.nyc.gov

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*Dedicated and successful Educator who for the past sixteen years has demonstrated a solid record of achievement as an educational leader and curriculum innovator as well as possessing vast pedagogical and administrative knowledge and experience with school based activities.*

## Education

|                       |  |              |
|-----------------------|--|--------------|
| <i>Current Status</i> | ABD., <u>Fordham University</u><br>Division of Educational Leadership Administration and Policy<br>Doctorate Study in Urban Education Leadership | 2007-Present |
| Ed. M                 | <u>Bank Street College</u><br>Are of Study: Educational Leadership   | May 2000     |
| MA                    | <u>Fordham University</u><br>Are of Study: Elementary Education  | June 1995    |
| BA                    | <u>John Jay College</u><br>Area of Study: Forensic Psychology  | May 1994     |

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## Certifications

- ü **New York State Permanent Certificate**  
School District Administrator
- ü **New York State Permanent Certificate**  
School Administrator/Supervisor
- ü **New York State Permanent Teaching Certificate**  
Nursery, Kindergarten & Grades 1-6
- ü **New York City Public School Administrators License**  
Principal High School /Middle School/ Elementary School
- ü **New York City Public School Administrators License**  
Assistant Principal High School/Middle School/Elementary School
- ü **New York City Public School License**  
Common Branch Subjects, Kindergarten & Grades 1-6

### **Areas of Expertise**

- ü Supervision and Administration
- ü Budgeting with MyGalaxy as well as FAMIS operations
- ü Data Analysis
- ü Team building and fostering community

### **Central Office Experience**

#### **Assistant Director- New York City Learning Academy (NYCLA), NYC Department of Education** **12/2009-Present**

- ü Assist the Director of NYCLA-SES program in managing all aspects of program compliance, development and instructional requirements
- ü Assist the Director in supervising and providing support to NYCLA program coordinators as well as accompanying coordinators to site visits
- ü Monitoring of site visits and troubleshooting on-site issues that require a resolution
- ü Create presentations , marketing materials and provide information sessions to interested parents and principals
- ü Assist in creating, delivering and organizing professional development in support of the NYCLA program
- ü Provide ongoing support to ensure the program is responsive to student's academic needs
- ü Provide the ongoing oversight which entails that all compliance and instructional protocols are properly followed, including data collection and entry, fidelity to the instructional plan, and ensuring that all SES compliance rules are followed
- ü Establish and maintain relationships with liaisons from SSOs, Integrated Service Centers, and networks to ensure all needs of the program are fulfilled
- ü Attend and facilitate meetings as required, including professional development sessions provided centrally and at school sites, meeting required by Central SES office, and any meetings required for the functioning of the program.

### **Administrative/Supervisory Experience**

#### **Principal – “An Empowerment School” CFN #3, NYC Department of Education** **(P.S./M.S. 149/Harlem Middle School, District 3) 7/2004-12/2009**

- ü Supervised and administered a multi-ethnic Elementary/Middle school with an enrollment of 500 pupils in Pre-K through grade 8 -including 3 self-contained and 2 CTT classes
- ü A record of effectively balancing a budget of \$4.5 million dollars over my tenure as principal
  - Used the budget for projected capital budget commitments to support the academic program
  - Provided effective budgeting for instructional materials and staffing to carry out the yearly academic program
- ü Direct supervisor and supporter of four (4) Assistant Principals
- ü Provides differentiated and challenging programs for special education students and students

- receiving related services
- Ü Engaged all students with special needs with integrated curriculum in Math, Science and Technology
- Ü Progressive improvement of student performance in both Literacy and Math
- Ü Developed a Teacher Professional Development Center to implement and support ongoing differentiated staff development. Implemented Learning Walks and Inter-Visitations both in and out of the school building as well as the Critical Friends system.
- Ü Enriched the quality of education by identifying, nurturing and supporting the needs of students
- Ü Offered community service opportunities for middle school students
- Ü Strengthened educational partnerships with parents, students and teachers in an ethnically diverse community
- Ü Developed partnerships with community based and city center Arts organizations
- Ü Fostered a long standing positive relationship with the UFT (Teacher's Union) representative
- Ü Effectively implemented contractual requirements to support student progress
- Ü Provide an atmosphere where building capacity is primary. Teachers are recognized for their dedication, efforts and student achievement through monthly teacher recognition ceremonies.
- Ü Modeled active participation in professional development as a learner and teacher by keeping abreast of the latest educational strategies and information via professional literature and conferences.

**Assistant Principal- Chancellor's District, NYC Department of Education**  
**(P.S. 154M, P.S. 63X, P.S. 161M) 1/2000-7/2004**

- Ü Directly supervised grades 3, 4 and 5, with a staff of 12-14 teachers and 300-360 students
- Ü Enriched the quality of education by identifying and nurturing the needs of individual students, challenging their abilities and encouraging them to set higher goals
- Ü Coordinate the handling and facilitation of standardized testing for grades 3-6
- Ü Supervised, planned and organized the structure and selected materials for the Saturday Enrichment Academy
- Ü Director of the "Community Service" program for students with behavior issues
- Ü Developed, articulated and implemented a vision of learning that is shared and supported by the school community
- Ü Modeled the analysis of data to improve instruction and design support structures for students
- Ü Provided staff development on the NYC and NYS performance Standards for grades 3, 4, & 5
- Ü Introduced integrated standards based instruction across content areas utilizing balanced literacy techniques.
- Ü Provided direction to staff on the implementation of goals and objectives for the school CEP plan.
- Ü Directed and supervised the Master program for the entire school

**Higher Education Experience**

**Adjunct Professor- Touro College School of Education and Psychology, Graduate Division**

**(43 West 23<sup>rd</sup> Street, NY, NY 10010) 7/2005 -Present**

- Ü Teacher of Graduate courses EDPS 620- Child Development and Learning in Cultural Context; EDPS 602 Students with Disabilities; EDPS 670 and EDPS 671 Classroom Management for Students with Disabilities (K-5, and 6-8)

- Ü Responsible for planning graduate level sessions for courses
- Ü Developed sessions using lecture format with practice exercises, role-playing and peer discussion and integration of technology
- Ü Responsible for meeting with students to discuss progress on assignments and provide support

### **School Based/Teaching Experience**

**Staff Developer/Instructional Specialist- NYC Department of Education**  
**(P.S. 157K, P.S. 161M) 9/1998-1/2000**

- Ü Utilized staff-based management principles to support teacher's participation in the decision making process
- Ü Provided staff development on the NYC and NYS performance Standards for grades 3, 4, & 5
- Ü Introduced integrated standards based instruction across content areas utilizing balanced literacy techniques.
- Ü Worked closely with teachers to instill the skills and confidence necessary to perform effectively
- Ü Provided an open forum for teachers to discuss their individual professional needs
- Ü Facilitated workshops based on teacher needs, teacher recommendations, school needs and district mandates
- Ü Assisted teachers with planning, time management, and model lessons

**Teacher-NYC Department of Education**  
**(P.S. 29X) 9/1995-9/1998**

- Ü Prepared and administered lesson plans for first and fourth grade levels
- Ü Developed and implemented multiple intelligence and learning modalities in lesson planning
- Ü Interacted with parents, teachers and administrators, establishing open oral and written communication
- Ü Performed effectively both as an autonomous self-motivated individual and as an active contributing team member
- Ü Demonstrated decision making skills with problem solving abilities
- Ü Consistently utilized solid organizational work and time management skills

*References can be furnished upon request*

10 Diane Court  
Katonah, New York 10536  
June 25, 2010

To Whom It May Concern:

The attached resume reflects my wide-ranging teaching experience and extensive professional development. Through my education, work experience and the guidance of excellent mentors, I have become a solid leader and supportive team player. It is my belief that the keys to a strong learning environment are in valuing the whole child, being dedicated to the school community and remaining abreast of educational technology. In addition to my love of children, I have a deep interest in educational research, data-based learning and the importance of parental involvement for student achievement. I hope you will give me the opportunity to interview for this position, so that I may share my many ideas and educational passions with you.

Sincerely,

Denise Mozilo Frasca



## DENISE MOZILO FRASCA

10 Diane Court, Katonah, New York 10536

914 232 3449 / dfwriter@aol.com

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### EDUCATION:

Masters in Leadership: Manhattanville College, May 2010  
Masters of Art in Writing: Manhattanville College, January 1996  
30 Master's Level Credits, Special Education: State University of California, Los Angeles  
Bachelor of Science, Educational Studies; SUNY, Empire State, August 1977

### CERTIFICATIONS:

NYS Certified School Building Leader  
NYS Certified N-6, permanent  
NYS Certified K-12 Special Education, permanent  
Wilson I Reading Certified

### EMPLOYMENT:

|               |   |
|---------------|---|
| Summer 2010   | White Plains Department of Recreation , Camp Director , Special Education K-8   |
| 2007 –Present | North Salem School District, New York, Special Education, part-time <ul style="list-style-type: none"><li>• Consultant teacher for privately placed students- Elementary level</li><li>• Administrative (District/Community) Intern, 2009-2010</li><li>• Administrative (Building) Intern, 2008-2009</li><li>• Developed Life Skills Program 9-12<sup>th</sup> grade, 2007-2009</li></ul> |
| 2004-2007     | Katonah-Lewisboro School District, New York, John Jay High School <ul style="list-style-type: none"><li>• Developed Life Skills Program: 9-12<sup>th</sup> grade</li></ul>  |
| 2002-2004     | Chappaqua School District, New York, Special Education Teacher <ul style="list-style-type: none"><li>• Co-taught 2<sup>nd</sup> grade, Roaring Brook Elementary</li><li>• Co-taught 7th grade, Bell Middle School, all subjects</li></ul>   |
| 1998-2002     | Katonah-Lewisboro School District, New York, John Jay Middle School <ul style="list-style-type: none"><li>• Self-contained teacher: 6<sup>th</sup>, 7th, 8<sup>th</sup> grade</li><li>• Special Education Evaluator: 6<sup>th</sup> –12<sup>th</sup>.</li><li>• Teacher Assistant, Self-contained: 6<sup>th</sup>, 7th, 8th grade, 1998-2000</li></ul>                                    |
| 1984-1998     | Stay-at-Home Mom/Active PTA and Community Volunteer/Substitute teacher  |
| 1981-1984     | Rochambeau Alternative High School (SCORE), White Plains School District, New York <ul style="list-style-type: none"><li>• Teacher: Math, Writing, Social Studies, 7-12</li></ul>   |
| 1978-1981     | Eastman Elementary School, Los Angeles Unified Schools, California <ul style="list-style-type: none"><li>• Teacher: Fifth Grade</li></ul>   |

### AWARDS AND PUBLISHED WORK:

|      |  |
|------|--|
| 2010 | <i>The Westchester Review</i> ; “At My Mother’s Grave”   |
| 2008 | James Nicholson Political Poetry Contest; First Prize; “Memorial Day”                                |
| 2007 | <i>Mother/ Daughter Duets</i> , Publish America; Selected Poetry: “Wings”, “Handed Down”, “Untitled” |
| 2006 | Writers on War and Peace, Hudson Valley Writers: Featured poet                                       |
| 2005 | <i>Our World Near and Far</i> , Five Ponds Press; Teacher/ Lesson Materials: Grade K-1               |

### SCHOOL AND COMMUNITY BASED COMMITTEES AND CLUBS:

|             |   |
|-------------|---|
| 08- present | Habits of Mind Rubrics- Parent/Admin Liaison                                  |
| 08-09       | Safety Committee (Schoolwide)   |
| 08-09       | School Store – ADVISOR for CORE students and PTO liaison                      |
| 06-07       | Katonah-Lewisboro Action Team 4 – Excellent Staff                             |
| 04-07       | John Jay Theater Workshop- One Acts, Model UN,<br>Knitting Club, Fashion Club |

**INTERESTS AND HOBBIES:**  
**REFERENCES:**

98-02            John Jay Middle School Drama Club  
Writing and performing original music, Reading, Musical Theater  
Provided upon request

## **BETSY GORMAN-DEMMERS**

205 Oswego Street  
North Bellmore, NY 11710  
Phone: (516) 679-1634  
gormanbetsy@gmail.com

To Dr. James M. Ryan:

A successful educational organization is a result of the interactions among all of its members. When the members work together within a unified philosophy, students learn, teachers grow and the result is an empowered learning community. An effective leader creates an environment in which the process of learning is valued and opportunities for professional growth are continuous. As an educational leader, I have built a structure that supports the notion that we are all learners and that the greatest growth comes from collaboration.

To provide a forum for the interaction of the members of my educational organization, I have built a Vertical Team in the school consisting of administrators, teachers, and teacher assistants. The team meets to observe lessons, experience activities and discuss the integration of the constructivist learning approach into all aspects of curriculum, instruction and assessment. The team has expanded to include administrators and teachers from the entire school system, K-12, to ensure the development of conceptual knowledge throughout the students' academic careers. Using the data collected, the team established instructional practices to include in the RtI framework and improve instruction for the tier 2 and tier 3 students. Implementing this approach has raised the achievement level of all students including the ELL and Special Education populations. The Vertical Team is responsible for sharing the values of the team with grade level teachers and all other constituencies in the educational organization.

I firmly believe that using data to make decisions about policies, programs, and individual students is vital for the success of an educational system. As an instructional leader, I have guided the members of the educational team to cultivate shared values for purposeful and thoughtful data collection, define a structure for data collection and analysis, and develop strategies for communicating about the process to all stakeholders. As a result, the members of the school system have been empowered to use data effectively to build curriculum, develop instructional practices, and design comprehensive assessments. The process has supported the alignment of the curriculum, instruction and assessment of the school system to ensure continual improvement in all areas of student achievement.

My role as a leader has been to cultivate the on-going learning not only of the students and members of the school, but also my own growth. I continue to keep current with educational research, attend conferences and maintain memberships to administrative organizations. I have used my skills as an instructional leader to build a school system where thinking is modeled and

taught and the members of the system work collaboratively towards the ultimate goal of improving teaching, learning and student achievement.

I look forward to discussing the position of Response to Intervention Director with you. I can be reached during the day at (516) 445-4247 and in the evening at (516) 679-1634.

Sincerely,

Betsy Gorman-Demmers

# BETSY GORMAN-DEMMERS

205 Oswego Street  
North Bellmore, NY 11710  
Phone: (516) 679-1634  
gormanbetsy@gmail.com

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*Dedicated, successful educator with abilities to develop programs and procedures to promote a learning culture in which all members of the educational system are empowered to collaborate and construct a student-centered learning environment*

## CERTIFICATION

New York State Certification as a **School District Administrator (SDA)**, May 2003

New York State Certification as a **School Administrator and Supervisor (SAS)**, May 2003

New York State Certification in **Teaching English to Speakers of Other Languages (N-12)**,  
December 1997

## LEADERSHIP EXPERIENCE

Amityville Union Free School District, Amityville, New York

### **Principal, Park Avenue Memorial Elementary School, July 2006 – June 2009**

- Unite an educational system including 650 students and 80 faculty members
- Create and foster a collegial environment in which educators develop and implement curriculum, instruction and student assessments based on the New York State Standards
- Cultivate a Vertical Team of educators to explore and apply a constructivist learning model.
- Develop and implement building and district professional development (*Balanced Literacy, Reader's/Writer's Workshop, Conceptual Approach to the Math Standards, Providing Content Area Instruction to ELL Students, Second Language Acquisition and ELL Students*)
- Generate budget to support a student-centered learning environment
- Increased parental and community involvement by creating monthly workshops: *Educating the Whole Child*
- Construct schedules: Master, student and school program that maximize student learning
- Create an RTI structure that measures an individual growth model of learning and supports the students' individual needs

### **Assistant Principal, Park Avenue Memorial Elementary School, August 2004 – July 2006**

- Assist the principal with daily administration of an elementary school and overseeing a large faculty, staff and student body
- Develop and supervise district curriculum and implement the New York State Standards
- Coordinate all district tests and New York State Assessments
- Create and implement building and district professional development
- Develop School Safety Plan and monitor NYS Project S.A.V.E. mandates
- Coordinate school events: Open House, Parent Information Nights, Concerts, Moving

## Up Ceremony

### BETSY GORMAN-DEMMERS

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#### TEACHING EXPERIENCE

**ESL Teacher** (Grades K-5), Brentwood UFSD, September 1998 to June 2004

**Teacher, RCT Preparation Class** (Grade 9), Summer 1999

**ESL Teacher** (Grades K-5), Long Beach UFSD, February 1998 to June 1998

#### PROFESSIONAL COMMITTEES/MEMBERSHIPS

**ASCD**, Member

**NCTM**, Member

**SAANYS**, Member

**Kappa Delta Pi**, International Education Honor Society

**New York TESOL**, Member

#### EDUCATION

**Specialist Diploma in Administration and Supervision, May 2003**

*Queens College, Flushing, NY*

**Master of Science in Teaching of English as a Second Language, December 1997**

*Hofstra University, School of Education, Hempstead, NY*

**Bachelor of Arts Degrees in Psychology and Spanish, May 1995**

*State University of New York at Albany, Albany, NY*

**Instituto Internacional, Madrid, Spain, Fall 1993**

*SUNY Albany Overseas Study Program*

#### TECHNOLOGY and SKILLS

**Microsoft Works Applications:** Proficient in Word, Excel, Microsoft Database, PowerPoint and Access

**Macintosh Applications:** Proficient in ClarisWorks, Hyperstudio, Print Shop Deluxe

**SMART Board Hardware and Applications**

**Proficient in Spanish:** Speaking, Reading, Writing

#### REFERENCES

Furnished upon request

# JOHN JOYCE

One Shady Lane  
New City, NY 10956  
John.joycebu92@gmail.com  
914-494-2963 (cell)  
845-634-0977 (home)

January, 2010

To Whom It May Concern:

This letter is to express my interest in the school administrator position advertised in your district. Please see the attached resume, outlining my experience, education, certifications, and background.

Since 2007, after eleven years of classroom teaching experience as both a middle school and high school English teacher, I have been privileged to work as an Assistant Principal and IB Coordinator at Dobbs Ferry High School, a small school of 480 total students in grades 9 through 12, all of whom I know by name.

As the only assistant principal in the building, I have been involved either directly or tangentially in all supervisory, managerial, and operational tasks of the school. An assistant principal in any high school wears many hats; it's the nature of the position. In my case, however, the reality of being the *only* assistant principal in the high school hastened my professional growth in ways beyond measure, in ways I may not fully realize for years to come, and to heights I may not have reached as quickly had I been one of several assistant principals in a larger high school. For that I am eternally grateful.

To be certain, I have always recognized high standards, relevant curriculum, aligned and measurable assessments, and effective instruction as the four wheels of the vehicle that drives the degree of academic success in a school. Over the last several years in my role as an administrator, though, my educational vision and philosophy has expanded beyond the conditions that enable only academic success. I have realized that insisting on the highest standards of *personal* excellence, of *character* excellence, is just as important and in some ways more important for the 21<sup>st</sup> century student, than focusing only on high academic standards. Both components are critical. Our world is quickly evolving. Our schools must keep pace. But the transformation required in schools will not come as a result of legislation, politics, or mandates. It will come from each individual – student and adult alike – recognizing their own inherent greatness that has always existed in the core of their being, taking ownership of it, nurturing it, and ultimately offering its value to others. My job is to light their path.

The mission of the 21<sup>st</sup> century school, then, must be rooted in the deep conviction that it takes a humanistic person to foster another humanistic person. And I want to lead that charge. When inner transformation occurs on an individual basis, the school as a whole will radiate with collective pride, dignity, personal empowerment, and impassioned learning. Indeed, the entire community benefits.

Yours is an important decision. To help inform your thoughts, I would appreciate the opportunity to share my ideas and the reasons for which I am seeking employment. I thank you for your time in reading this message and I look forward to hearing from you.

With deep commitment,

John Joyce

John Joyce

# JOHN JOYCE

One Shady Lane, New City, NY 10956. (917) 576-4182. john.joycebu92@gmail.com

## CAREER PROFILE

Accomplished educator and school administrator with 14 years of demonstrated ability to teach, motivate, and inspire others to reach high levels of achievement. Articulate communicator who engages and empowers diverse populations. Consistently maintains excellent public relations among all stakeholders. A passionate, reliable, self-motivator with strong planning, leadership, and management skills.

## SUMMARY OF EXPERIENCE

### Leadership

- Led the Instructional Support Team to narrow achievement gap among struggling students
- Initiated a "Creative Writers" club which improved writing assessment results and strengthened peer relationships.
- Collaborated with stakeholders to broaden student access to IB curriculum, so that in 2011 100% of students will have successfully completed at least one IB course.
- Implemented PBIS strategies to promote a positive school culture.
- Coordinated cultural arts initiatives, including Grammys-in-the-Schools day, Uganda cultural drum troupe, and NY Jazz.
- Established an "AP Advisory" - a cross-representation of students from each grade level who informally met with me once per month over a lunch I provided to discuss problems students face in school, brainstorm solutions, and develop positive relationships with me and with peers.

### Management

- Strengthened the IB Program through increasing student access to the curriculum to 100%
- Systematized professional training so that 100% of the faculty will be able to teach IB courses.
- Improved building-wide student discipline through data-analysis, sharing data, and goal-setting.
- Reduced the percentage of multiple disciplinary infractions from 13% to 6%.
- Supervised, evaluated, and monitored professional staff performance.

### Organization

- Clarified the district's code of conduct by revising the language related to discipline in the student handbook. Codified the high school's discipline code to support the district code of conduct.
- Overhauled the building-wide procedures for student responses to interventions, including restructuring the IST to improve efficiency.
- Collaborated with PPS staff to systematize Academic Intervention Services.

### Communication

- Chaired district-wide Interscholastic Athletic Committee and Nutrition and Wellness Committee
- Communicated the intricacies of the IB program through regular information nights, parent group meetings, lunches with students, and family conferences.
- Coordinated the senior internship program, communicating and promoting it to local merchants and businesses to link up with our seniors.
- Organized public celebrations of student achievement, including Student-of-the-Month breakfasts, "Eagle Tickets," and extended essays written by IB Diploma students.



# JOHN JOYCE

One Shady Lane, New City, NY 10956. (917) 576-4182. john.joycebu92@gmail.com

## SPECIAL ACHIEVEMENTS

- Named "Top 10 Educator" in Rockland and Westchester Counties (*Rockland Magazine*)
- Guided students to the top 10 - National High School Dollars for Darfur campaign (out of 2,800 schools).
- Facilitated a meeting at Congressman Hall's office in the US House of Representatives along with five students who educated him on the situation in Darfur and why his vote for passing humanitarian legislation was vital.
- Awarded a grant from the International Baccalaureate Organization.
- Invited as a program speaker to the NCTE National Convention.

## WORK EXPERIENCE

|                         |  |
|-------------------------|--|
| July, 2007 – Present    | <b>Assistant Principal &amp; IB Coordinator</b><br>Dobbs Ferry Union Free School District; Dobbs Ferry, NY |
| Sept, 1999 – June, 2007 | <b>High School English Teacher</b><br>North Rockland Central School District; Garnerville, NY              |
| Oct, 1996 – June, 1999  | <b>Middle School English Teacher</b><br>Clarkstown Central School District; New City, NY                   |
| Jan, 1993 – May, 1995   | <b>Regional Sales Associate</b><br>Parekh Chemicals, SA; Pfaeffikon, Switzerland                           |

## EDUCATION

|              |   |
|--------------|---|
| May, 2004    | <b>SUNY NEW PALTZ, New Paltz, NY</b><br>CAS in Educational Administration; GPA: 3.87; <i>Summa Cum Laude</i>  |
| August, 1999 | <b>FORDHAM UNIVERSITY; Bronx, NY</b><br>MSEd in Secondary English Education; GPA: 4.0; <i>Summa Cum Laude</i> |
| May, 1995    | <b>THOMAS AQUINAS COLLEGE; Sparkill, NY</b><br>CAS Secondary Education; GPA: 3.67; <i>Magna Cum Laude</i>     |
| May, 1992    | <b>BOSTON UNIVERSITY; Boston, MA</b><br>BA English; GPA: 3.1; <i>Cum Laude</i>                                |

## NYSED CERTIFICATIONS

SDA (School District Administrator), 2004  
SAS (School Administrator/Supervisor), 2004  
Secondary English Permanent Certification, 2002



Inas Morsi-Hogans  
12 Westchester Avenue  
White Plains, NY 10601  
914-438-3225

To Whom It May Concern:

Please accept this letter and resume as my application for the position of Director of RTI. I am particularly suited for this position because of my commitment to the academic success that I have been involved with. I have a sound educational philosophy, superior leadership skills and my experiences as an educator have equipped me with a clear vision of the path that all schools need to pursue. I firmly believe that the ultimate goal in any educational system is to create life-long learners. This complex process begins at the primary level and continues through the secondary level.

As a result of NCLB and now RTTT federal legislation and subsequent state standards, secondary educators are encountering the challenge of preparing students for intensive assessments while providing a nurturing, holistic learning environment. As an instructional leader, I will encourage, promote and participate in the development of curricula that balances basic fundamental skills with rigorous, content-rich activities. Having an understanding of the critical developmental stages of children, I have realized that a curriculum which is interdisciplinary, integrated and reflective of multiple intelligences has the greatest potential to reach and inspire students to learn. The implementation and delivery of instruction that is data driven and differentiated enables all children the opportunity to progress and demonstrate growth. A successful curriculum is the foundation of life-long learning when it is inclusive and progressive.

As a teacher-leader, vice-chairperson, and building representative, I understand the importance of and the need for a shared vision. It encourages colleagues to collaborate and develop initiatives that are meaningful to both the faculty and the students. Although I believe that collaboration is necessary to generate growth, I also have learned that effective leadership is essential to guide it. My strong interpersonal skills and sense of humor will enhance future developments and will serve to define the tone and the culture of the school environment.

In the words of Margaret Mead, "A small group of thoughtful people could change the world. Indeed it's the only thing that ever has." This is the belief that would drive my vision as the next Director of RTI.

I look forward to the challenges of an administrative position and thank you in advance for your time and consideration.

Most sincerely,

Inas Morsi-Hogans

# Inas Morsi-Hogans

12 Westchester Avenue • White Plains, NY 10601 • [inas.morsi@yahoo.com](mailto:inas.morsi@yahoo.com) • (914) 438-3225

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## EDUCATION & CERTIFICATION

College of New Rochelle, Edith Winthrop Teacher Center of Westchester, NY  
Master of Science in School Administration, 8/05

Brooklyn College, Brooklyn, NY  
Master of Education in Teaching Reading, 6/99

Brooklyn College, Brooklyn, NY  
Bachelor of Arts in Education, Summa Cum Laude, 5/97

- \*NYS School District Administrator (SDA) Certificate, 8/05
- \*NYS School Administrator & Supervisor (SAS) Certificate, 8/05
- \*NYS Certification in Reading, 6/99
- \*NYS Common Branches Certification: grades N-6

## LEADERSHIP EXPERIENCE

### Third Grade Level Leader:

Highview School, Hartsdale, NY, 9/05-present

- Serve as an instructional, operational, and strategic leader to support personnel in curriculum implementation and instructional practices
- Assume role as principal-in-charge when called upon
- Design and deliver professional development across all content areas in consultation with administrative and instructional teams
- Chair committees that research, plan, and implement new curricula and programs
- Record minutes for District/Building Emergency Response Safety Team
- Collaborate with IST team to develop and implement school-wide Response-to-Intervention (RTI) plan
- Monitor and analyze predictive and performance data to guide continuous improvements in instructional programming
- Assist in recruiting, training, and assigning instructional personnel
- Supervise student-teacher
- Coordinate parent outreach programs, including workshops, classes, and meetings in conjunction with the Parent-Teacher Association
- Facilitate creation and ongoing modification of curriculum maps in language arts, math, and science in collaboration with teacher committees and district consultants
- Facilitate creation and ongoing modification of IB curriculum in conjunction with the PYP trans-disciplinary themes with teacher committees and district consultants
- Utilize data systems to develop, evaluate, and modify programs
- Collaborate with Artist-in-Residence to deliver trans-disciplinary instruction to students

Vice Chairperson for Edith Winthrop Teacher Center of Westchester:  
Westchester County, Hartsdale, NY, 9/08-present

- Initiate programs, facilitate meetings, make policy decisions, and determine the direction of the Center's scope and program
- Teach RTI workshop for teachers in the Consortium of the seven participating districts
- Promote innovative, creative classroom projects that are based on current research and school needs by way of selecting and deciding if a PDP grant is applicable
- Conduct Self-Study review while reviewing and approving Continuation Plan
- Assist director and program coordinator with all proposals and agendas

Union Representative for Building:

Highview School, Hartsdale, NY, 9/08-present

- Develop agendas for staff meetings in order to communicate district, state and federal response with regards to many crisis
- Collaborate with administration weekly in order to maintain a school-wide partnership
- Serve as a liaison between staff and administration
- Examine contract and prioritize items for negotiation

## TEACHING EXPERIENCE

Second and Third Grade Teacher:

Greenburgh School District #7, Highview School, Hartsdale, NY, 2001-present, Grades 2-3

- Guide 100% of students to pass NYS English Language Arts exam
- Guide 100% of students to pass NYS Math exam
- Collaborate with teaching assistant to assist with differentiating instruction
- Use push-in/pull-out program models to instruct beginner through advanced level English language learners as well as mainstream learners
- Create project-based learning to teach International Baccalaureate curriculum

Fifth Grade Teacher:

P.S./I.S 332 Charles Hamilton Houston Brooklyn, NY September 1997 – June 2000

- Participated in Project Legal Lives, sponsored by the Kings County District attorney's Office, to acquaint students with the legal system utilizing a Mock Trial format- Finalist – 1998-1999
- Organized and supervised fifth grade assemblies as grade level leader
- Supervised two student teachers for two separate semesters

Additional Experience

Memorial Sloan-Kettering Cancer Center 1275 York Avenue New York, NY

- Administrative Assistant, Department of Radiology, 1992 – 1997

Language

- Provide Arabic translation for City School District of New Rochelle

Professional Affiliation

- Association for Supervision and Curriculum Development
- National Council of Teachers of Mathematics
- THIRTEEN Highlights

## References Available

Letter of Interest  
Susan Ruckdeschel, MS Ed.

January 6, 2010

Dear Sir/Madam:

Attached please find my resume/CV in application for a position in your district. I have over sixteen years of experience in education as administrator, K-12 reading specialist, adjunct instructor both online and on ground campuses, national educational consultant, and most recently author of the book *Peer Coaching for Adolescent Writers* (Corwin Press, 2009). My teaching, writing, and administration competencies are high, I am a dedicated educator, passionate about what I teach and write; I'd make a wonderful addition to your teaching team. As a project manager for KC Distance Learning I directed the development of online middle school curriculum content.

At present I am half way through an EDD program at the University of Phoenix Online (Ed. Leadership in Curriculum and Instruction). Please consider me for this important position, and review my resume carefully for the experience that supports the integrity of your programs.

Sincerely,

**Susan**

Susan Ruckdeschel, MS Ed.  
845.380.3437  
[susan@studentpeercoach.com](mailto:susan@studentpeercoach.com)

# Susan Ruckdeschel, MS Ed.

## Curriculum Vitae

845-380-3437 Cell

[susan@studentpeercoach.com](mailto:susan@studentpeercoach.com)  
[www.studentpeercoaching.com](http://www.studentpeercoaching.com)

### Curriculum Development & Editorial Experience

- **Author, Corwin Press:** *Peer Coaching for Adolescent Writers*, Corwin Press, 2010 (publication in the fall of 2009)
- **Maryland State Department Education:** INTASC Technical Documents, Department of Special Education – awarded contract for 2008 – 2009
- [www.readwritethink.org](http://www.readwritethink.org): Online K-12 language arts curriculum writing for the International Reading Association and National Council of Teachers of English sponsored website.
- **Literacy Solutions:** National Educational Consultant, editing, grant writing/procurement, copyediting/technical writing – 2003 to present
- **Demand Studios:** Development (freelance)

### Educational Consulting:

**Ashford University – 9/2008 to present:** Writing Consultant for undergraduate students, coaching and grading all written assignments.

**PLATO Learning, Inc. – 9/2009 to present:** Teacher and administrator professional development for online, subscription-based high school curriculum in NYC public schools.

**Literacy Solutions – 6/2006 to present:** Local and national professional development for teachers and administrators in language arts, reading and writing using brain-based methods of pedagogy for process writing, reading comprehension and state assessment readiness.

**Pearson Education, National Educational Consultant – 1/2007 to 3/2008**

**National Urban Alliance, Educational Consultant 6/2006 to 1/2007**

**Houghton Mifflin, Educational Consultant 6/2006 to 1/2008:**

### Public School Administration

**7/01/05 to 8/01/06** Warwick Valley Central Schools Warwick, NY

Director of English Language Arts, Social Studies and Academic Intervention Services

**All Programs:** Provide on-going staff development, curriculum and guidance on state standards and assessment to grades 6-12 Social Studies, AIS, ESL and ELA staff. Weekly grade-level meetings, departmental meetings and in-service as needed to reinforce the use of assessment data in driving instructional practices, assessment readiness to meet AYP, the creation and use of preliminary feedback from assessments, and informative instructional practices as they relate to test preparation and skills acceleration. All meetings sought to align district instructional practices with rigorous state standards assessment readiness.

### Public School Teaching

11/99 – 07/2005 Yonkers Public Schools – PEARLS School Yonkers, NY  
Reading Specialist

11/99 – 6/00 Yonkers Middle High School Yonkers, NY  
Reading Specialist



Susan Ruckdeschel  
28 Wilkes Street  
Beacon, NY 12508

9/97 – 6/98 Norfolk Public Schools Norfolk, VA  
Communication Skills Specialist

9/92 – 6/97 Glens Falls Middle School Glens Falls, NY  
Reading Specialist

1/90 – 6/92 Naples Central School District Naples, NY  
Reading Specialist

2003 - present **University of Phoenix Online** Phoenix, AZ  
Online delivery of graduate coursework to include Curriculum Constructs,  
Communications, Reading Methods (early literacy, intermediate, secondary), Legal  
and Ethical Issues in Education

2000 – 2005 **Pace University** Pleasantville, White Plains, NY  
Assistant Professor for Graduate School of Education.

9/00 – 5/01 **Mercy College** Dobbs Ferry, NY  
Lecturer for Elements of Exposition and Drama courses using the Compact Bedford  
Introduction to Literature.

10/97 – 12/99 **Bluefield College** Norfolk, VA  
Admissions Counselor, Assessment Counselor, Academic Coordinator; instruction to  
English and business undergraduate students

## Lecturer/Professor or and Adjunct Experience

9/89 – 6/90 **Rochester Institute of Technology** Rochester, NY  
Individual reading and writing instruction to students in the Learning Development  
Center, grades 3 through adult.

## Education

2009 – present **University of Phoenix Doctoral Program**: Educational  
Leadership in Curriculum and Instruction – EDD anticipated completion: 2012

2000 – 2001 **Touro College** Manhattan, NY

§ School District Administration Certification – SDA

§ Certificate of Advanced Completion

1998 – 1999 **Regent University School of Law** Virginia Beach, VA

§ 36 credits in contract law, torts, legal writing and research, criminal law, property  
law, common law

1990 – 1991 **Nazareth College of Rochester**, Rochester, NY

§ MS Education

§ Teaching certificates in Reading K-12, English, Classroom N-6

1985 – 1989 **SUNY Empire State College** Rochester, NY

§ BA Creative Writing

Susan Ruckdeschel  
28 Wilkes Street  
Beacon, NY 12508

## **Publications**

*Peer Coaching for Adolescent Writers*, Corwin Press, 2010 (publication due in fall of 2009); *Peer Coaching for the Middle*, New York State Middle School Association, 2008; International Reading Association: *Read/Write/Think*, 2003, 2004, 2005, 2006; *The Beacon Dispatch* 2004, 2005; *The Warwick Reporter*, 2006; 2020 Mirror, April, 2005; *The Journal News* (Westchester County, NY) 2005; *Virginian Pilot* (Norfolk, VA) 1998, 1999 – Editorialist; *Class Action*, Regent University School of Law, 1998; Personal Essays and Opinion Editorials, Entertainment Reviews: Fotopress International (syndication); *Gannett Rochester Newspapers* (Rochester, NY), *The Adirondack Journal* (Upstate, NY), *The Daily Gazette* (Albany, NY), *The Chronicle* (Glens Falls, NY), *The Troy Record* (Troy, NY) *The Post Star* (Glens Falls, NY), *Upstate Magazine* (Rochester, NY). New York State Middle School Association; *Starting Writers Club in Schools*, 1997

Susan Ruckdeschel  
28 Wilkes Street  
Beacon, NY 12508

## Grants and Procurement

- Teaching and Learning Foundation – 2008, 2009
- 2005/2006 Title I, II, III, IV, V and CR Part 154
- NYC Out of School Time grant for Bethel Gospel Church, Harlem, NY
- Pearson Educational Technologies, 2001 to 2004 – *grants consultant* (wrote software funding for subscribing districts)
- FCC Technology Opportunity Program (TOP), 2003
- MA State Technology Education Grant, 2003
- Jacob K. Javits Gifted and Talented Grant, 2003
- 2001 – 2002 PEARLS PTA funding for school writer-in-residence
- 2003 to present: Writer Residency funding for PEARLS School
- 2001 – 2002 Teacher Center grant for PEARLS school literacy program, Allan Defina Writer-in-Residence
- Ulster County Learn and Serve America Grant, 2001: school writing program, writer-in-residence
- Lila Wallace Readers Digest Fund: annual grant for Writers' Voice at Silver Bay – school writer in residence, 1994 – 1997
- 2004 International Reading Association Board of Directors *nominee*
- 1999 Regent University Negotiations Competition – 3<sup>rd</sup> place finalist
- 1989 Women's Week Scholarship Award
- 1987 – 1988 Community Service Awards – Liberty Manor, Rochester, NY; Rochester General Hospital, Rochester, NY

## Workshops and Seminars

**Peer Coaching for Student Writers:** Texas Reading Association, 2008 • Virginia State Reading Association, 2009 • International Reading Association in Phoenix, AZ, 2009 • North Carolina Reading Association, 2009 • Illinois Reading Council, 2009 • Indiana Reading Council, 2009 • Massachusetts Reading Council, 2009 • Saskatchewan Reading Council, Saskatoon, Canada, 2009 – see [www.studentpeercoach.com](http://www.studentpeercoach.com) for updated conference information.

**National Urban Alliance Conference, Albany NY – Believe to Achieve:** March 2008

**Teacher In-service and Product Support Training throughout U.S.** - Pearson Education: 1/2007 to 3/2008

**International Reading Association for Pearson Education,** Toronto, CA – 2007

**Broward County Schools** – Brain-based Literacy Workshop 11/8/06

**Newark Public Schools** – National Urban Alliance - 10/10/06, 10/11/06

**New York State Reading Conference** – *Organizing and Maintaining Student Writing Clubs*, 1994

- **New York State Middle School Association** – *Organizing and Maintaining Student Writing Clubs*, 1995

- **Association for Compensatory Education, Literacy Workshop:** New York State 1995

- **Alternative Literary Programs in Schools, Organizing K-12 School Writing Clubs,** Albany, New York - 1996

- **Writer's Voice at Silver Bay,** Organizing and Maintaining School Writing Clubs, Silver Bay, New York - 1996

- **NYS English Council, Albany Conference,** Literacy/Writing Workshops - 1996  
- **Yonkers Public Schools, Literature Circles, Balanced Literacy, Make-and-Take Rubrics** – 2000-2005

## Committees and Subcommittees

- 2009 to present **International Reading Association Exemplary Readers Award Committee** (2 year appointment)
- 2006, 2007 **International Reading Association Poetry and Prose Award Subcommittee** (2 year appointment)
- **Association for Supervision and Curriculum Development**, 2002 to present
- **International Reading Association Member** 1992 – 1997, 1999 to present
- **Writers Voice at Silver Bay, Board Member**, 1992 – 1997
- **NYS English Council**, 1996 Conference Committee Member

Susan Ruckdeschel  
28 Wilkes Street  
Beacon, NY 12508

Barbara Perkins  
646-295-3071 cell, 845-239-4745 home  
[firmeza96@yahoo.com](mailto:firmeza96@yahoo.com)

To Whom It May Concern:

This letter serves to introduce me, Barbara Perkins, a highly motivated, outgoing, and organized educator. I am looking for possible career opportunities and securing a position. I have completed a temporary position as an ESL Teacher with Haitian refugee students. I have ten years experience in education and I am bilingual. I have taught general education classes and ESL classes. I have supervised the ESL department K-12 and as well as served as an assistant principal. I have worked on a variety of curriculum maps in all content areas (ELA, MATH, SCIENCE, & SOCIAL STUDIES PK-8) for the past six years aligned with NYS standards and NYS assessments. I have training in RTI action plans, glossary, and implementation. I have worked for the New York City Public Schools (wearing multiple hats), where I've had the privilege to be trained in the Balanced Literacy Approach, and the Everyday Math Workshop Model. I have also served as an A.P., Literacy Coach, Testing Coordinator, AIS/ESL Coordinator, RTI Team Member, & Wilson Reading Specialist. I also have experience with Dr. Marie Carbo's Recorded Book Method (RBM) and Reading Styles Inventory. I have NYS certified in permanent N-6, initial Literacy, permanent SAS/SDA, and ESL K-12.

I was the Regional Director for the Upstate Region of Sigma Lambda Upsilon/Senoritas Latinas Unidas Sorority Incorporated. As a Regional Director I worked with undergraduate and graduate professional hermanas on different campuses in the greater NY area that are in our organization as established chapters. Just to name a few campuses I work with SUNY Binghamton, New Paltz, Albany, Oswego, Buffalo (both), Plattsburgh, St. John's Fisher, RIT, Cornell, etc. I collaborated with hermanas on programming events, community services, collecting a variety of monthly reports/documents, academics (transcripts with high GPA requirements), financial aids - FAFSA forms, mentoring, and a variety of different tasks required by our National Board of Trustees. I am serving as an academic mentor and chapter mentor for any hermana in the area who is need of extra guidance in her academics, GPA, or major. I also worked with the different Greek Advisors on the different campuses and administrators along side the chapter.

I also serve as a board of trustee on the board of directors for the property of Mountainside Hills Condominiums. I oversee 132 units on the property and conduct monthly meetings. I am very involved within the community and the children in our community.

I am also a private tutor for grades PK-12 students and adults in all subjects and have been doing private tutoring for the past six years.

For the past ten years, I've worked for New York City Public Schools most of my career.

There I worked with a very diverse population of students, with different linguistic and academic backgrounds. Many of my students faced many learning challenges. In Yonkers I've taught students at the elementary level (monolingual and bilingual). In New York City I've taught students in both the elementary and middle school level (monolingual). My experiences include monolingual classes and bilingual classes. It has been a personal challenge for me to meet the many different learning styles that my students possess, yet I've risen to the occasion and have managed to motivate and assist many students who are new to this country with their transition to our educational system.

Despite the language barriers I have helped the majority of my students learn to both read and write. As a teacher this is very important to me, as students need to be able to read and write if they are going to be academically successful in today's world and in this country. My objective is to secure a position in a district where I can apply my organizational, outgoing and motivational talents as an educator. I received my first Master's of Science degree & N.Y.S. Permanent Certification in Early Childhood and Elementary Education (N-6) from NYU in May 2001. I have a second Master's of Science in Literacy N-6 from Mercy College. I have completed my 3<sup>rd</sup> and 4<sup>th</sup> certification for N.Y.S. in School Building Leadership (SAS & SDA). I have also completed my 5<sup>th</sup> certification in ESL K-12. I am proficient in English and Spanish and would welcome to work with students where I can use my linguistic talents to help students reach the mastery level, as per the New York State standards. I have had training in the RTI, Wilson Reading Program, & Great Leaps for intervention. I welcome the opportunity to discuss with you the possibility of a career in your school district. Please advise when it will be convenient for you to meet with me. Thank you for your time and consideration.

Sincerely,

Barbara Perkins

# Barbara Perkins

(646)295-3071 cell, (845) 239-4745 home  
[firmeza96@yahoo.com](mailto:firmeza96@yahoo.com)

## Education NY

### Mercy College

Dobbs Ferry,

- Certification in **ESL** K-12
- Certification in **School Leadership and Administration** (SAS & SDA)
- M.S. in **Literacy** N-6 (Some Sp. Ed. courses taken)

### New York University

New York, NY

- M.A. Early Childhood Education & Elementary Education (**N-6**) (Some Sp. Ed. courses taken)

### Binghamton University

Binghamton, NY

- B.S. Applied Social Science, minor in **Spanish** (12 credits in Math)

## Certification

NYS Permanent Certification Early Child. & Elementary Education N-6

NYS Initial Reading Certification N-6,

NYS Initial ESL K-12

NYS SAS & SDA permanent

## Internship

NYC Public Schools

Administration Internship

Summer 2006

- Supervision K-5
- Observations
- Technology
- Curriculum, Instruction, and Professional Development
- Grade 6-12 A **College Board** Experience

## Experience

### **ESL Teacher (Temp. Position)**

**April 2010 - June 2010**

- EAST RAMAPO SCHOOLS: Self contained (K-3) ESL classroom teaching refugee students
- Balanced Literacy Curriculum and Scott Foreman Math Program
- NYS testing (ELA, MATH, & NYSELSAT)
- DRA Assessments
- ELP writing portfolio

### **ESL Teacher (Leave Replacement)**

**October 2009 - January 2010**

- BEACON CITY SCHOOLS: Push in and Pull Out Program (K-5 school)
- Team Teaching during Literacy Blocks (Reading and Writing Workshop)

### **Assistant Principal/ELL Program Coordinator K-12**

**September 2008 - June 2009**

- Collaborating with different schools administrators within the

- district K-12 to service their population and demographics
- Collaborating and Servicing 5 different schools K-12 (administrators, coaches, teachers) in instructional strategies for ELL students and Sp. Ed./ELL students
- Supervising teachers (General Ed., Special Ed, and ESL K-12), teacher assistants and teacher aides
- Supervising SP. ED. Teachers, IEP Direct
- Supervising ESL department K-12
- Creating curriculum and instruction best practices, test coordinator, & RTI/AIS teams
- K-12 Programming (preps, coverages, etc.)
- RTI District and Building Team (***RTI Action Plans, RTI Templates K-12, RTI Intervention menu, Glossary, and progress monitoring, RTI Direct***)
- Title 3 grant writer, Part 154, and Title 3 budgeting

**New York City Dept. of Education**

**Bronx, NY**

***September 2003 - August 2008***

***(within 5 years the following different positions in Region 2)***

***Assistant Principal (PK-8)***

- Supervising PK-8 teachers (General ed., Special Ed, and ELL), school aides, and paraprofessionals
- Supervising SP. ED. Teachers K-8
- IEP Direct, 504s, Test Modifications, Classifications
- Supervising MS departments (ELA, SCIENCE, S.S., MATH),
- Literacy Coach, & Math Coach (Balanced Literacy, EDM - Everyday Math & IMPACT MATH)
- Supervising curriculum and instruction, test coordinator, AIS, and New Teacher MENTORS
- Supervising PPC, counselors, and IEP coordinator
- PD, LEARNING WALKS, WALKTHROUGHS, & Quality Review
- Inquiry Team (Analyzing data, case studies, etc.)
- Programming (preps, coverages, etc.)

*Previously known as Region 2 (District 8, 11, and 12), Network 4*

***DEAN – S.A.V.E. room (1 year)***

- Removal of disruptive and/or violent students, dealing with behavior problems and disciplinary issues
- Contacting parents for conferences and ACS
- Providing instruction for students in the SAVE room
- Conferencing with counselor, parents, and administration
- Providing interventional support for parents and staff
- Supervising in-house suspensions & superintendent suspensions
- Online occurrence reports (OORS)

***Literacy Coach (2 years)***

- AIS Coordinator, Tier 2 representative, Test Coordinator, School Safety Committee, Tier 3 team member, SLT member & UFT Chapter Leader
- Helping teachers in grades Pre-K through grade 5 implement the Balanced Literacy Approach in Reading, Writing & EDM (Everyday Math)
- Creating Curriculum Maps for Literacy PK-5
- Providing professional development for the staff & administration

***2<sup>nd</sup> grade Teacher (1 year)***



- Implementing Balanced Literacy Approach, Word Works, Writing Workshop Model, and Everyday Math (Math Workshop Model) curriculum

**Yonkers Public School**

**Yonkers, NY**

**3<sup>rd</sup> grade Teacher**

**January 2002 - August 2003**

- Bilingual and monolingual classes
- \* *Bilingual Program terminated.*

**New York City Public Schools**

**New York, NY**

**7<sup>th</sup> & 8<sup>th</sup> grade Math Teacher\***

**September 1999 - December 2001**

*\*I worked under a temporary MATH license. I was working on my master's and certification at NYU for NYS N-6 certification.*

**Professional Organizations**

***Kappa Delta Pi*** International Honor Society in Education

***Pi Lambda Theta*** International Honor Society and

Professional Association in Education

***Sigma Lambda Upsilon***/Senoritas Latinas Unidas, Sorority Inc. (***Regional Upstate Director***)

Board of Trustee for ***Mountainside Hills Condominium***

**Additional Skills**

- Regional Director for Upstate Region of Sigma Lambda Upsilon/Senoritas Latinas Unidas Sorority Inc.
- VP for Monhagen Middle School PTO
- Member of the Board of Trustees for Mountainside Hills Condominiums (Secretary)
- Fluent in English, Spanish & 10 years in education
- RTI training district and school trained, RTI action plans, RTI Glossary, RTI implementation
- **Interventions:** Wilson Reading Program, Great Leaps Intervention Program, Letterville, & RBM (Record Book Method) by Dr. Carbo
- **Assessments:** Fountas and Pinnell Word Study, Fountas & Pinell Balanced Literacy Leveled Libraries, & Benchmark Assessment System K-8
- **Additional Assessments:** DRA, WADE/Slosson Reading Test, ECLAS, EPAL, and Running Records,
- Teacher's College Curriculum/Balanced Literacy
- Special Education, IEP Direct, ARIS system, ATS system, NY Start, RTI Direct, and 504s
- ESL Certification K-12
- Crisis Intervention/Disciplinary experience PK-8
- Tutoring experience (Club Z Tutoring) (Math K-12, Spanish K-12, and Reading K-12)

*\*References attached*

**References:** (for Barbara Perkins)  
**(\*Top 3 references are in bold)**

**Wanda Gonzalez\***  
**Beacon City School District**  
**Beacon, NY**  
**Assistant Principal/ESL Coordinator**  
**845-838-5900 x5303**  
**[gonzalez.w@beaconk12.org](mailto:gonzalez.w@beaconk12.org)**

Dobbs Ferry, NY 10522  
914-674-7612  
[dkeane@mercy.edu](mailto:dkeane@mercy.edu)

**Ms. Nancy Diaz, Principal\***  
**Antonia Pantoja Prep Academy (08X376)**  
**Bronx, NY**  
**718-824-3421, 646-483-4656 cell**  
**[ndiaz2@schools.nyc.gov](mailto:ndiaz2@schools.nyc.gov)**

**Mr. Farid Reyes\***  
**Network 4 Leader/A.P.**  
**Instructional Support Specialist Region 2**  
**(NYC) District Office**  
**914-213-8793**  
**[freyes@schools.nyc.gov](mailto:freyes@schools.nyc.gov)**

Dr. Edward Escobar  
Director of Special Education  
Monticello, NY  
914-799-0209 cell  
[eescobar@k12mcsd.net](mailto:eescobar@k12mcsd.net)

Ms. Joyce Coleman, Principal (11x021) &  
Ms. Leoncini, Assistant Principal  
PS 21  
715 E. 225 St.  
Bronx, NY  
718-652-3903, 917-378-6471 cell

Ms. Dilsia Rivera-Martinez (Principal)  
PS 163 (09X163)  
2275 Webster Ave.  
718-584-3045, 718-583-6070  
[drivera6@schools.nyc.gov](mailto:drivera6@schools.nyc.gov)

Dr. William Prattella  
Mercy College School of Education/Advisor  
Former Supt. Of Mt. Vernon Public Schools  
914-678-7334  
**[wprattella@mercy.edu](mailto:wprattella@mercy.edu)**

Prof. Demetra Keane  
Mercy College  
TESOL Program & former administrator in  
Mt. Vernon Public Schools  
555 Broadway

**May 2, 2010**

**To whom it may concern,**

**Please accept this letter as an application for the administrative position that your district has posted on OLAS. My name is Dr. Annmarie B. Spatola, and I have been an educator for 24 years working in the areas of curriculum and instruction. My professional experiences include both Private and Public Schools and range from Preschool pre-reading instruction through Elementary, Middle, and High School, to the College level. I have done extensive research on perceived self-efficacy and the development of self-regulated learning strategies to enhance teachers' effectiveness and students' success. I have also been the Director of the Testing, Reading, and Study Skills Summer Program at The Taft School, one of the United States' leading Ivy League Prep Schools, where I have worked with international students who were interested in attending high school in the United States. Currently, I am an adjunct professor for the Master of Arts in Teaching Program at Western Connecticut State University and a sixth grade English/Language Arts teacher for the Carmel Central School District in Carmel, NY. I am seeking a position as a school administrator and have provided a resume for your review. Sharing my knowledge and experience and being actively involved in providing quality education is my goal. In my effort to create lifelong learners, my message to my students at all grade levels has remained constant: one should set goals and always strive for self-improvement. Practicing what I preach has made me a lifelong learner journeying on with the desire to nurture, inspire, and positively influence others. I look forward to hearing from you.**

**Sincerely,**

**Dr. Annmarie B. Spatola  
98 Warwick Road  
Watertown, CT 06795  
(860) 274-1327  
[SpatolaABS@Yahoo.com](mailto:SpatolaABS@Yahoo.com)**

**Dr. Annmarie B. Spatola**  
**98 Warwick Road, Watertown, CT 06795**  
**(860) 274-1327**  
**[SpatolaABS@Yahoo.com](mailto:SpatolaABS@Yahoo.com)**  
**Resume**

**Employment History**

|                         |   |
|-------------------------|---|
| August 2009 – Present   | <b>Adjunct Faculty:</b> Western Connecticut State University, Danbury, CT<br>Educational Psychology Department, MA in Teaching (MAT) Program  |
| Sept. 1991 – Present    | <b>English/Language Arts Teacher,</b> George Fischer Middle School, Carmel, NY<br>Along with ELA over the years: Social Studies, Math, and Science;<br>Numerous Curriculum Committees; Quality Improvement Planning Committee;<br>District Site-Based Committee; Professional Development Committee;<br>Building Site-Based Committee; and Parent-Teacher Association |
| August 2007 – June 2008 | <b>Administrative Intern,</b> George Fischer Middle School, Carmel, NY<br>School Improvement Planning; Professional Development;<br>Clinical Foundations, including Observations; Curriculum and Instruction;<br>Parent/Community Relations; Program and Building Management,<br>including Scheduling   |
| Summers 2000 – 2002     | <b>Director of Testing, Reading, and Study Skills Program</b> at The Taft School,<br>A Private International Ivy League Prep School in Watertown, CT  |
| 1990 – 1991             | <b>Adjunct Faculty:</b> Western Connecticut State University, Danbury, CT<br>Educational Psychology Department, Reading Courses   |
| Sept. 1980 – 1983       | <b>Director of Pre-Reading Program,</b> Piper's Hill Learning Center, Stamford, CT  |

**Education**

|                       |   |
|-----------------------|---|
| July 2003 – May 2008  | <b>Doctorate in Instructional Leadership</b><br>Western Connecticut State University, Danbury, CT   |
| July 2007 – May 2008  | <b>Administrative Certification</b><br>092 Program: Certified through Asst. Superintendent<br>Western/Central Connecticut State University, Danbury/New Britain, CT |
| Sept. 1987 – May 1991 | <b>Master of Science-Reading;</b> Western Connecticut State University, Danbury, CT   |
| Sept. 1976 – May 1980 | <b>Bachelor of Science-Elem. Ed;</b> Western Connecticut State College, Danbury, CT   |

**Certifications**

Connecticut **General Education: Nursery – Grade 8**  
Connecticut (092) **Administration through Assistant Superintendent**  
New York **General Education: Nursery – Grade 6**  
New York **Reading: Nursery – Grade 12**  
New York **Administration: School Building Leader**

**Awards**

2007 *Pi Lambda Theta* – International Honor Society  
2005 – 2006 *Who's Who Among America's Teachers* – Tenth Edition:  
Honoring Our Nation's Most Respected Teachers  
2005 *Phi Delta Kappa* – Visionary Leadership, Relevant Research,  
Dedicated Service

**Other**

|                |  |
|----------------|--|
| 2008 – Present | <b>Executive Board Officer, Secretary of <i>Phi Delta Kappa</i></b> – Chapter 0176 |
|----------------|--|